

‘Taking seriously. — In the great majority, the intellect is a clumsy, gloomy, creaking machine that is difficult to start. They call it “taking the matter seriously” when they want to work with this machine and think well. How burdensome they must find good thinking! The lovely human beast always seems to lose its good spirits when it thinks well; it becomes “serious”. And “where laughter and gaiety are found, thinking does not amount to anything”: that is the prejudice of this serious beast against all “gay science.”

— Well then, let us prove that this is a prejudice.’

Nietzsche, *The Gay Science*, §327.

PHIL421-001/422-001 & PHIL683-001 F2019
Nietzsche

Thursday, 4:30pm - 7:10pm
Robinson B105

Prof. Rachel Jones
Office: Robinson B465A
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Office Hours: Thursday 1.30pm – 3.30pm or by appointment

1. Course Outline

On this course we will engage in depth with a number of Nietzsche’s most important texts to examine his project of conducting a ‘revaluation of values’. We will pay particular attention to the ways in which this revaluation depends on the movement in Nietzsche’s thinking from a more metaphysical and systematic mode of philosophizing to a radical de-systematization and turn toward perspectivalism (understood as a primarily ontological and anti-metaphysical turn, and only secondarily as epistemological). Sub-themes to be explored include: truth, the body, philosophy as physiology, woman, life, science, health, language, art, the death of God, and affirmation. The work of John Sallis, Sarah Kofman and Eduardo Viveiros de Castro will be of particular importance in guiding and accompanying our reading. The primary texts by Nietzsche that we will be reading together include: *The Birth of Tragedy*; “On Truth and Lie in an Extra-Moral Sense”; *The Gay Science*; *Twilight of the Idols*; and *Ecce Homo*.

2. Learning Outcomes

On successful completion of this course students will have acquired:

- A deep and critically informed understanding of selected key texts by Friedrich Nietzsche
- An understanding of key concepts in Nietzsche’s work and an appreciation of the philosophical and perspectival shifts produced by those concepts
- A greater understanding of philosophical questions about truth, reality, values and existence and an appreciation of some of the ways in which Nietzsche transforms our approach to those questions
- Some familiarity with key recent interpreters of Nietzsche, including Sarah Kofman
- An improved capacity to produce rigorous textual analysis, informed interpretation, and critical argument
- An improved capacity to produce philosophical writing at a high level, in keeping with the Philosophy program’s standards for good writing:*

<http://philosophy.gmu.edu/undergraduate/writing-standards>

For students enrolled in PHIL421/422: please note: this course is a designated ‘Writing Intensive’ course. It fulfills the writing-intensive requirement for the Philosophy major. It does so through a structured series of assignments

(short essays and response papers) which will allow you to build towards a final longer paper that will exemplify your analytic, synthetic and interpretative skills in an extended piece of philosophical writing.

Written feedback will be provided on each assignment across the semester. Please review it carefully.

Each student will have an individual consultation on their final paper topic, at which we will review your writing for the course so far and identify strengths and weaknesses so as to help you improve your writing for the final paper. I will also provide feedback on a draft of the final paper, which must be submitted by the required deadline to allow time for comments (for all assignment deadlines, see the course schedule below).

The draft of your final paper will also be reviewed via a structured peer review process. As this class is a joint 400 / 600 level course, this will allow you the opportunity to gain feedback from graduate level students as well as to read work by graduate students. Reviewing the papers of others can be as valuable as gaining feedback from them: both aspects of the peer review process can provide you with a helpful, distanced perspective on your own work.

For these reasons, 5% of the final grade will be allocated to full participation in the essay consultation and peer review process.

3. Key Texts

The key reading for each week is listed in the course schedule below (section 9). You will need to have your own copy of the main texts we will be discussing. **Please note that it is essential to use the specific editions and translations listed below.**

It is also strongly recommended that you obtain these books in print (not electronic) form, as we will be doing a lot of close textual work in class and for written assignments. If you decide to purchase electronic versions of these texts, please make sure that the version you are using is the correct edition and translation (as listed below) and that it shares the same pagination as the printed version. This is essential for referencing, both in class and in written assignments.

Books for purchase (in the order in which we will be using them):

1. *Basic Writings Of Nietzsche*, trans. Walter Kaufmann, Modern Library, 1992 (paperback) [includes *The Birth of Tragedy* and *Ecce Homo*]
ISBN-10: 9780679783398
ISBN-13: 978-0679783398
2. Sarah Kofman, *Nietzsche and Metaphor*, trans. D. Large, Stanford University Press, 1994 (paperback)
ISBN-10: 0804721866
ISBN-13: 978-0804721868
3. Friedrich Nietzsche, *The Gay Science*, translated with commentary by Walter Kaufmann, Vintage, 1974 (paperback)
ISBN-10: 0394719859
ISBN-13: 978-0394719856
4. Nietzsche, *Twilight of the Idols and The Anti-Christ*, trans. R.J.Hollingdale, Penguin Classics, 1990 (paperback).
ISBN-10: 9780140445145
ISBN-13: 978-0140445145

Texts to be provided as pdfs on BB:

Keith Ansell-Pearson, "The Gay Science"
Adrian Del Caro, "The Birth of Tragedy"

Sarah Kofman, "Baubô: Theological Perversion and Fetishism"
 Françoise Lionnet, "Silence and Circularity in *Ecce Homo*"
 Friedrich Nietzsche, "On Truth and Lie in an Extra-Moral Sense"
 John Sallis, *Crossings* (extracts)
 Richard Schacht, "Translating Nietzsche: The Case of Kaufmann"
 Eduardo Viveiros de Castro, *Cannibal Metaphysics* (extracts)
 Viveiros de Castro, "Cosmological Deixis and Amerindian Perspectivism"
 Richard White, "Ecce Homo, or the Revaluation of Values"

Further reading: suggested further reading is listed at the end of this syllabus - wherever possible, the relevant books/journals are available via the GMU library (either as hard copy or electronically). There are a lot of good books in the Fenwick library on Nietzsche. One of the best ways to research them is to go and browse on the shelves for texts and collections of essays that seem relevant - use the list at the end of this syllabus as a guide to recommended work.

4. Course Requirements

Grading Breakdown

PHIL421/422

Short Essays	40% (2 x 20%)
Response Papers	15% (3 x 5%)
Peer Review	5%
Final Paper	40%

PHIL683

Short Essays	30% (2 x 15%)
Response Papers	15% (3 x 5%)
Introduction to Reading	5%
Peer Review	5%
Final Paper	45%

I use the following grading system:

96.6-100 = A+	86.6 – 89.9 = B+	76.6 – 79.9 = C+	66.6 – 69.9 = D+	<60 = F
93.5 – 96.5 = A	83.5 – 86.5 = B	73.5 – 76.5 = C	63.5 – 66.5 = D	
90 – 93.4 = A-	80 – 83.4 = B-	70 – 73.4 = C-	60 – 63.4 = D-	

a) Attendance and Participation

As this is a combined capstone seminar and graduate class, regular attendance and active participation is expected. This is especially important as we only have 14 once-a-week class meetings. If you miss a class, it will be difficult to make up for not being part of that week's discussions. There are no points for showing up but you will lose points for non-attendance (unless you provide me with a good reason for why you could not attend a particular class). After the first non-explained absence, you will lose 3 points (out of a possible 100 points) on your final course grade for each week you miss (note: 3 points will usually reduce your letter grade by 1 grade, so an 86/B becomes and 83/B-).

The course will be run primarily as a seminar – I will give lectures to provide context and frameworks for reading and thinking, but much of our work will be done collaboratively, based on close readings of the texts and in-depth, critical discussion. *How well this works depends on how much time and thought everyone gives to the relevant texts before each session - I will expect everyone to have read the texts at least once and to be able to participate actively, with questions and comments.*

Nietzsche is a provocative, challenging and much misunderstood thinker who unsettles our commonsense presuppositions. By sharing our questions, problems, enthusiasms, or critical concerns, we will all emerge with richer, more nuanced perspectives and deeper understandings (as well as more thoughts and questions with which to take our thinking further).

b) Short Essays (PHIL421/2: 2 x 20%; PHIL683: 2 x 15%)

You will write two short essays. The aim of these papers will be to consolidate your understanding of the key texts, as well as to demonstrate your ability to explain, interpret, and engage thoughtfully with them in your own words. They are designed to help you work towards your final paper: both in terms of exploring key philosophical ideas in Nietzsche's work and in terms of navigating the challenges of writing about Nietzsche's work.

The first essay will be on *The Birth of Tragedy*; the second will be on *Twilight of the Idols* or *Ecce Homo*. Specific prompts for each paper will be distributed 1-2 weeks in advance (in class and on BB - see course schedule below). For these papers, the main focus will be on your direct use and engagement with the primary texts. The use of secondary texts in the paper is *not* required, though reading some relevant secondary literature is strongly advised, to help develop and inform your understanding of Nietzsche. See further reading list below for suggestions.

PHIL421/422: short essays should be 4 full pages of text, double spaced.

PHIL683: short essays should be 6 full pages of text, double spaced.

c) The Gay Science Response Papers (3 x 5%)

There will be four opportunities to submit response papers on *The Gay Science*. You must submit **three**. For each response paper you must choose an aphorism (i.e. one numbered section) from the relevant book of *The Gay Science* and write a 2 page response. The response can make links to other sections in *The Gay Science* or other texts by Nietzsche, but must develop out of a close reading and interpretation of your chosen aphorism. Response papers should be 2 full pages of text.

d) Introduction to Reading PHIL683 ONLY

You will introduce one secondary reading to the class. This may be a reading that only the graduate students have read in advance, or one that the whole class is required to read. Your task is to give a short but clear descriptive outline of the key points made in the reading by the author, to identify what the reading contributes to our understanding of Nietzsche's texts, to explain any problems with the author's approach or any criticisms you may have of their interpretation, and to conclude with one or two questions (related directly to Nietzsche or to the author's interpretation of Nietzsche) to which the reading gives rise. You will have 10 minutes to speak to the text, which will be followed by c15 minutes of follow up Q&A and discussion with the class and instructor.

e) Final Paper and Peer Review

PHIL421/2:

40% for the final written paper; 10-12 pages double spaced.

5% for full participation in peer review (i.e. submitting own draft and reviewing two others).

There are no points for participating in your individual essay consultation but you do lose 2% from the 5% peer review grade for NOT participating.

PHIL683:

45% for the final written paper; 12-15 pages double spaced.

5% for full participation in peer review (i.e. submitting own draft and reviewing two others).

This paper is the culmination of your work for the course. It will address a key aspect of Nietzsche's thought, as found in the texts by Nietzsche that we have studied in this class. It will also draw upon either: the work by Sarah

Kofman that was used on this course; or one of the other commentators that we read: Ansell Pearson, Del Caro, Sallis, White or Lionnet; or Viveiros de Castro's work on perspectivism.

You will be expected to reference at least two additional scholarly sources, drawn from your own wider reading and research, to show that your paper is critically situated in the field. You may also reference other texts by Nietzsche, that we did not study on this course. However, you are strongly cautioned against writing an overview type paper which simply summarizes a range of sources. You need to choose a specific topic or question, and pursue it in depth across selected passages in the key texts by Nietzsche that we read. Use relevant commentaries and secondary sources to situate, develop, and nuance your reading, and to provide alternative perspectives or critical arguments. Don't lose sight of your own focus, question or argument - make sure this drives the essay and remains its central thread.

Sample questions / topics for final papers will be distributed in Week 10. However you are encouraged to devise your own question or topic if you wish - this needs to be agreed with me either in person or by email before the end of week 13. Students will meet with me individually in Weeks 10 - 12 to review their writing for the course so far and discuss their final paper plans. A draft of the final paper must be submitted by midnight on Sunday December 1st. Ideally this should be a full draft, but it must consist of at least 50% of the final paper plus a detailed plan for any sections not yet written. The draft will be used for a structured peer review process, and students on the writing intensive section of this course (PHIL421/2) will also receive individualized feedback from the instructor. Final Papers are due on BB by 6pm on Thursday December 12th.

5. Submitting Written Work

All written assignments must be submitted on the Blackboard site for this course by the relevant deadline (see course schedule below). There will be a clearly marked section on Blackboard for each assignment.

One paper copy must also be handed in at the relevant class or to the Philosophy Office (Robinson B 465) during office hours (9am-4pm, weekdays). I prefer to read written work in hard copy so will not provide comments or feedback until a paper copy is provided.

Please note:

- The **date of submission** will be taken from when you upload the work on Blackboard. If there is a system problem that means you can't upload the work, email me to let me know and attach a copy of your work.
- Once a paper copy is submitted, you can expect feedback/comments and notice of your grade. For paper copies submitted on the due date, I make every effort to mark and return this work within 2 weeks.

Extensions can be arranged in exceptional circumstances if you have a good reason for submitting work late but you must let me know (by email is fine). Extensions cannot be given beyond the last day of the exam period.

Whenever possible it is much better to try to arrange an extension with me in advance. This will make things less stressful for all concerned: you will be able to plan your assignments more effectively; I will be able to plan my grading and give better (less rushed) feedback.

Lateness penalties: unless you arrange an extension with me, or there is a general BB problem that affects all students, graded work will lose one letter grade for each day it is late (i.e. a paper that would otherwise receive a B grade will receive a B minus if submitted to BB after but within 24 hours of the deadline). This includes weekends (Saturday and Sunday count as two days). This is to ensure fairness in the grading of the course (i.e. everyone has the same amount of time for the same assignment). Again, accommodations can be made for mitigating circumstances but for this to happen, you must get in touch with me, in person or via email.

6. Technology in the classroom

Mobile phones should be switched to silent (or preferably turned off) and put away, unless you have an emergency situation that you need to monitor.

Laptops / tablets are permitted if this is the way you normally take notes, but **only** for that purpose. All other electronic devices should be put away. If using a laptop for notes, please turn off your internet connection and above all, during class time, please do not check email or other social media. You might think you are being discreet, but answering emails, reading the news, or watching sports events is fairly obvious to others (including your instructor) and distracting to your peers (especially anyone sat behind you who is likely to be distracted by your screen).

Electronic media can be an invaluable help with further research, e.g. for finding and accessing secondary sources. Please feel free to make copious (though carefully selective) use of them outside of class time. But the time for sustained thought and discussion is (increasingly) rare - I would like us to make the most of our 2 hours and 40 minutes each week. This is a discussion and text based course: during class time I would like us to engage with each other, the ideas and the texts, and (so far as is possible!) nothing else.

For that reason, unless you agree specific accommodations with me in advance, you are expected to have all of the required readings to hand in hard copy for the relevant class, either as a book or as a print off of a pdf from BB. This is a basic course requirement and is essential for referencing purposes – both during class discussion and for writing your class papers.

7. Academic Integrity and the Honor Code

As members of the academic community, you are expected to be attentive to issues of academic integrity, particularly as they relate to the acknowledgement of sources and appropriate citation and reference practices. If you have questions about citation practices, please do not hesitate to ask me, and/or consult the resources available via the **GMU Writing Center**: <https://writingcenter.gmu.edu/writing-resources>

or the **Purdue University Online Writing Lab (Purdue OWL)**: <http://owl.english.purdue.edu/owl/section/2/>

Please note also that ***all work submitted for this course must be uniquely created for this course.***

All Philosophy courses are conducted in accordance with the GMU Honor Code as set out on the University website: *“To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.”* <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>

You are expected to be familiar with and to abide by this code; any violation will be reported to the Honor Committee for adjudication.

8. Commitment to Diversity

In keeping with the general ethos of the University, this class seeks to create a learning environment that fosters respect for people across differences. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

NB This does not mean not being critical: respecting others’ views means taking them seriously, and taking them seriously means thinking about their strengths and weaknesses, asking questions, and offering constructive criticisms or alternative viewpoints where appropriate. It also means thinking about where the views of others challenge our own, and being open to what they have to teach us. Valuing diversity is not just an attitude – it is a matter of developing an active practice. Amongst other things, this practice involves:

- learning to listen to other perspectives;
- being open to criticism of one’s own views;

- being willing to evaluate different positions while being unsure where one stands;
- having good reasons for one's views, but being willing to change one's mind;
- not rushing to judgment;
- basing critical comments or questions on as good an understanding of a text or theory (or another person's views) as one can manage;
- *and* being willing to accept that there will always be things one cannot see or understand;
- learning to express criticisms and differences of opinion in ways that are not personal or hurtful and that leave space for other voices.

Never be afraid to ask a question or to risk saying something that might be wrong – that is how we learn. But equally, never be afraid to listen to the questions and answers of others, and to let their views challenge and change how you think.

9. Course Schedule

Please note: this is a *provisional* schedule of key readings – depending on how our discussions unfold, we may progress through the material more slowly, and/or switch readings around. Any significant changes will be posted on the Blackboard site for this course and signalled via email (using your GMU email address). **Please check both regularly.**

683 readings are *required* for those taking this course as part of the Philosophy MA or Accelerated Masters program under the PHIL683 course code, and also for those taking the course in order to graduate with Honors in Philosophy, under the PHIL422 course code. They are *optional* supplementary readings for those taking the course for undergraduate credit under the PHIL421 course code.

Week 1: Thurs. August 29th

Introduction to the course

The Birth of Tragedy 1: Schopenhauerian Beginnings - Representation/Apollo & Will/Dionysus

Reading: Nietzsche, *The Birth of Tragedy*, sections 1-6

Useful background reading for weeks 1 & 2: Adrian Del Caro, "The Birth of Tragedy" (pdf on BB)

Week 2: Thurs. September 5th

Short Essay 1 - questions distributed

The Birth of Tragedy 2: music, art and life; the conflict between the tragic and the theoretical world view

Reading: Nietzsche, *The Birth of Tragedy*, sections 7-17

683 reading: Richard Schacht, "Translating Nietzsche: The Case of Kaufmann" (pdf on BB)

Week 3: Thurs. September 12th

Re-evaluating *The Birth of Tragedy* with Nietzsche, Kofman and Sallis

Reading: Nietzsche, "Attempt at Self-Criticism"

Kofman, *Nietzsche and Metaphor*, chapter II; Metaphor, Symbol, Metamorphosis

683 Reading: Sallis, *Crossings*, extracts (pdf on BB)

Week 4: Thurs. September 19th

Short Essay 1 on BT due on BB, midnight Wednesday September 18th; bring paper copy to class next day

Truth and Metaphor

Reading: Nietzsche, 'On Truth and Lie in an Extra-Moral Sense' (on BB)

Nietzsche, *The Gay Science*; Book 5, section 355.

Kofman, chapter III, section 4 “The Concept” and section 5 “The metaphors for metaphor”; chapter IV: Metaphorical Architectures, section 1, pp. 59-73.

Week 5: Thurs. September 26th

The Gay Science 1: Re-evaluating Reason

Reading: Nietzsche, *The Gay Science*, Book 1 (especially sections 1-15, 21, 23-38, 39, 46-48, 54-56)
Useful background reading for weeks 5-8: Keith Ansell-Pearson, “The Gay Science” (pdf on BB)

Week 6: Thurs. October 3rd

Gay Science Responses to Book 1 due on BB by midnight Wed 2nd October; bring paper copy to class

The Gay Science 2: Re-affirming Art

Reading: *The Gay Science*, Book 2 (especially sections 57-80, 84-88, 92, 107).
Kofman, chapter III, section 2 “The Artistic Paradigm”

Week 7: Thurs. October 10th

Gay Science Responses to Book 2 due on BB by midnight 9th October; bring paper copy to class

The Gay Science 3: The Death of God; Re-naturalizing Man, De-divinizing Nature

Reading: Nietzsche, *The Gay Science*, Book 3, especially sections 108 - 127, 143; Book 5, sections 343-347.

Week 8: Thurs. October 17th

Gay Science Responses to Book 3 due on BB by midnight 16th October; bring paper copy to class

The Gay Science 4: Towards Affirmation - The Art of Living and the Eternal Return

Reading: Nietzsche, *The Gay Science*, Book 4.

Week 9: Thurs. October 24th

Gay Science Responses to Book 4 due on BB by midnight 23rd October; bring paper copy to class

Twilight of the Idols: Appearance, Art and Reality Re-Valued

Reading: Nietzsche, *Twilight of the Idols*, Foreword, ‘The Problem of Socrates’, ‘Reason in Philosophy’, How the Real World at last became a Myth, Morality as Anti-Nature, The Four Great Errors.
Kofman, chapter IV: Metaphorical Architectures, section 2, “Saturnalia” pp. 74-80.

Week 10: Thurs, October 31st

From Metaphor to Perspectivalism

Reading: Nietzsche, *The Gay Science*, section 374
Sarah Kofman, *Nietzsche and Metaphor*, chapters V & VI (pp. 81-119)
Viveiros de Castro, “Cosmological Deixis and Amerindian Perspectivism” (pdf on BB)

Optional Reading for PHIL683: Viveiros de Castro, *Cannibal Metaphysics* (extracts on BB)

Week 11: Thurs. November 7th

Ecce Homo 1: Perspectivalism in Practice: Philosophy as Physiology

Reading: Nietzsche, *The Gay Science*, “Preface to the Second Edition”
Twilight of the Idols, “What I Owe to the Ancients”
Ecce Homo, Foreword, “Why I am so Wise”, “Why I am so Clever”

Week 12: Thurs. November 14th

Ecce Homo 2: How One Becomes What One Is

Reading: *Ecce Homo*, “Why I write such Good Books”, “Why I am a Destiny”

PHIL683: Richard White, “Ecce Homo, or the Revaluation of Values,” from *Nietzsche and the Problem of Sovereignty* (pdf on BB)

Françoise Lionnet, “Silence and Circularity in *Ecce Homo*,” from *Autobiographical Voices: Race, Gender, Self-Portraiture* (pdf on BB)

Week 13: Thurs. November 21st

Short Essay 2 on *Twilight* / *Ecce Homo* due on BB, midnight Wednesday November 20th; bring paper copy to class next day

Discussion: Kofman, Dionysus and Baubô

Essay Workshop: Writing on Nietzsche

Reading: Kofman, chapter I, “An Unheard-of and Insolent Philosophy”

PHIL683: Sarah Kofman, “Baubô: Theological Perversion and Fetishism” (pdf on BB)

Week 14: THANKSGIVING BREAK

Final draft uploaded for Peer Review by midnight Sunday December 1st.

Week 15: Thurs. December 5th

Peer review of final papers

Reading: each member of the class will read and prepare feedback on 2 or 3 drafts by their peers.

Final Papers due: 6pm Thursday December 12th

10. Selected Further Reading Suggestions

Books and Edited Collections

Allison, D. B., ed., *The New Nietzsche* (Cambridge, Mass.: MIT, 1985)

Allison, D. B., ‘Nietzsche knows no Noumenon’, *boundary 2*, Vol. 9/10, Vol. 9, no. 3 - Vol. 10, no. 1, *Why Nietzsche Now? A Boundary 2 Symposium* (Spring - Autumn, 1981)

Ansell-Pearson, K. ed, *A Companion to Nietzsche* (Wiley-Blackwell, 2009).

Ansell-Pearson, K. and H. Caygill, eds., *The Fate of the New Nietzsche* (Avebury Press, 1993)

Blondel, E., *Nietzsche: the Body and Culture*, trans. S. Hand (London: Athlone, 1991)

Burgard, P., ed., *Nietzsche and the Feminine* (University Press of Virginia, 1994)

Conway, D., ed., *Nietzsche: Critical Assessments*, vols. I-IV (London: Routledge, 1998)

Danto, A., *Nietzsche as Philosopher* (Basingstoke: MacMillan, 1965)

Deleuze, G., *Nietzsche and Philosophy*, trans. H. Tomlinson (London: Athlone Press, 1983)

de Man, Paul, *Allegories of Reading*, chapters 4-6 (Yale University Press, 1979).

Derrida, J., *Spurs: Nietzsche's Styles* (University of Chicago Press, 1979)

Diethel, C., *Nietzsche's Women: Beyond the Whip* (de Gruyter, 1996)

Gillespie, M. A. and T. B. Strong, eds., *Nietzsche's New Seas: Explorations in Philosophy, Aesthetics and Politics* (Chicago University Press, 1988)

Gooding-Williams, R., *Zarathustra's Dionysian Modernism* (Stanford University Press, 2001)

Higgins, K. M., *Comic Relief: Nietzsche's Gay Science* (Oxford University Press, 2000)

Hollingdale, R. J., *Nietzsche: The Man and his Philosophy* (Cambridge University Press, rev'd ed. 1999)

Jaspers, K. *Nietzsche*, trans. C. F. Wallraff and F. J. Schmitz (Johns Hopkins University Press, 1997)

Kaufmann, W. *Nietzsche: Philosopher, Psychologist, Antichrist* (Princeton University Press, 1950, 1978)

Langer, M., *Nietzsche's Gay Science: Dancing Coherence* (Basingstoke: Palgrave MacMillan, 2010)

Lippitt, J., *Nietzsche's Futures* (Basingstoke: MacMillan, 1995)

Löwith, K., *Nietzsche's Philosophy of the Eternal Recurrence of the Same*, trans. J. H. Lomax (University of California Press, 1997)

Marsden, J., *After Nietzsche: Notes Towards a Philosophy of Ecstasy* (Palgrave MacMillan, 2002)

Nabais, N., *Nietzsche and the Metaphysics of the Tragic* (London: Athlone/Continuum, 2006)

O'Hara, D. T. ed, *Why Nietzsche Now?* (Indiana University Press, 1985)

Oliver, K., *Womanizing Nietzsche* (London: Routledge, 1995)

Patton, P., ed., *Nietzsche, Feminism and Political Theory* (London: Routledge 1993)

Pippin, R. B., *Nietzsche, Psychology & First Philosophy* (University of Chicago Press, 2010).

Rehberg, A., ed, *Nietzsche and Phenomenology* (Cambridge Scholar's press, 2011)

Sallis, J., *Crossings: Nietzsche and the Space of Tragedy* (Chicago University Press, 1991)

Salomé, Lou, *Nietzsche* (Redding Ridge: Black Swan, 1988)

Schacht, R., *Nietzsche* (London: Routledge, 1983)

Schacht, R., *Making Sense of Nietzsche* (University of Illinois Press, 1995)

Schrift, A. D., ed., *Why Nietzsche Still?* (University of California Press, 2000)

Scott, J., and A. T. Franklin, eds., *Critical Affinities: Nietzsche and African American Thought* (SUNY, 2006)

Sedgwick, P., ed, *Nietzsche: a Critical Reader* (Oxford: Blackwell, 1995)

Silk, M. S. and J. Stern, *Nietzsche on Tragedy* (Cambridge University Press, 1981)

Sloterdijk, P., *Thinker on Stage: Nietzsche's Materialism*, trans. J. O. Daniel (University of Minnesota Press, 1989)

Solomon, R. and K. Higgins, *Reading Nietzsche* (Oxford University Press, 1988)

Strong, T. B., *Friedrich Nietzsche and the Politics of Transfiguration* (University of Illinois Press, rev'd edn, 2000)

White, R., *Nietzsche and the Problem of Sovereignty* (Chicago: University of Illinois Press, 1997)

Woodward, A. ed, *Interpreting Nietzsche: Reception and Influence* (Continuum, 2011).

Zupancic, A. *The Shortest Shadow: Nietzsche's Philosophy of the Two* (MIT 2003)

Journals that regularly include articles on Nietzsche (not an exhaustive list!):

Angelaki
Continental Philosophy Review
Hypatia
International Philosophical Quarterly
Journal of the British Society of Phenomenology
Journal of Nietzsche Studies
New Nietzsche Studies
Philosophy and Literature
Research in Phenomenology
Symposium (Canadian Society for Continental Philosophy)
Theory, Culture and Society

See also: *boundary 2*, Vol. 9/10, Vol. 9, no. 3 - Vol. 10, no. 1, *Why Nietzsche Now? A Boundary 2 Symposium* (Spring - Autumn, 1981)

Sexual Misconduct and Interpersonal Violence

- George Mason University is committed to providing a learning, living and working environment that is free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202 Sexual Harassment and Misconduct (<http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>) speaks to the specifics of our process, our resources, and the options available to you.
- **Confidential** student resources are available on campus at the Student Support and Advocacy Center <http://ssac.gmu.edu/> Counseling and Psychological Services <http://caps.gmu.edu/> and Student Health Services <http://shs.gmu.edu/>
- **All other members of the University community (including your instructor for this course) are not considered confidential resources and are required to report** all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator according to university policy 1412. For further information, see 'Title IX at George Mason': <https://diversity.gmu.edu/sexual-misconduct>
- *If you wish to speak with someone confidentially, please contact [the Student Support and Advocacy Center \(703-380-1434\)](#) or [Counseling and Psychological Services \(703-993-2380\)](#). You may also seek assistance from [Mason's Title IX Coordinator \(703-993-8730; titleix@gmu.edu\)](#).*

Student Support & Further Resources

For a general list of student support resources on campus, see the following webpage:

<https://stearnscenter.gmu.edu/knowledge-center/knowing-mason-students/student-support-resources-on-campus/>

Counseling and Psychological Services (CAPS): (703) 993-2380; <https://caps.gmu.edu>

Mason Student Services Center (for registration and academic records; enrollment; financial aid, billing and student accounts): SUB 1, ground floor.

Office of Disability Services: If you are a student with a disability and you need academic accommodations, please see me within the first 2 weeks of the semester and contact the Office of Disability Services (ODS) to ensure you receive the required support: (703) 993-2472; ods@gmu.edu All academic accommodations must be arranged through ODS: <https://ds.gmu.edu>

Student Support and Advocacy Center (provides advice on financial difficulties, personal crisis, interpersonal violence, sexual health and much more): <https://ssac.gmu.edu>

University Careers Service: <https://careers.gmu.edu>

University Libraries: <http://library.gmu.edu/>

Writing Center: <http://writingcenter.gmu.edu/>